



References:

- Miller, W. R., & Rollnick, S. (2012, 3<sup>rd</sup> ed.) *Motivational interviewing: Preparing people for change* (3<sup>rd</sup> ed.). New York: Guilford.
- Patterson, K. Grenny, J. McMillian, R. & Switzler, A. (2012, 2<sup>nd</sup> ed.). *Crucial conversations: Tools for talking when the stakes are high*. New Your: McGraw Hill.
- Rosengren, D. B., (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford.

PINK: **Ppractice intentionally not knowing** (curiosity) followed by OARSI

**Open-Ended Question**

No more than two questions in a row; Express concern, interest, puzzlement, etc.; Who, What, When, Where, and How (Why)

“How’s your week been?”

“Who helped you get to the office today?”

“What is important to you that we talk about now?”

“The next step in your life that would improve your health and well-being is what?”

“What do you think we should do now?”

“How will you get to the AA meeting tonight?”

- Key question: Use to move from building motivation for change to developing, implementing, and maintaining a change plan

**Affirmation/validation**

May or may not be phrased as questions; Builds feelings of empowerment and self-efficacy in the other person, a “can do” attitude; Instills hope and the belief that the other person can change or already has changed; Re-orient to the resources that the other person has available;

“You stayed sober last weekend” instead of, “You managed to avoid using”

“What did you do to pay all your bills this month?”

“Given your experiences, it makes sense that you are concerned about seeing me today. It must have taken a lot of determination to get here.”

- More than reflections, affirm appreciation for the other person and identify her or his strengths
- Best when the focus is on specific behaviors instead of attitudes, decisions and goals
- Begin with “You...” not “I”
- Describe behaviors, leave out the evaluations
- Attend to solutions instead of problems
- Attribute interesting qualities to the other person
- Nurture a competent instead of deficit view of people
- Focus on a strength or attribute, not the lack of something





## Reflection/Paraphrase

Make statements, instead of asking questions

Begin with:

- “You think (or feel)...,”
- “You’re wondering if...,”
- “So you feel (or think)...,”
- “You mean that...,”
- “Sounds like you ...”

- Varying the depth deepens or raises the intimacy level – match the situation: surface level at the beginning and end, and when struggling to control emotions
- Generally make two reflective listening statement to every one question; more questions tends to make the other person a passive participant

## Summary

Succinct, clear statements that organize what’s been said; highlight change talk and contrast ambivalence stated in the moment or previously; serve to: 1) collect and organize a series of statements, 2) link the pros and cons of change or something said previous with a current statement, or 3) transitional to the next topic or to move from Phase I – building motivation- to Phase II developing, implementing and maintaining a change plan

- Use ‘and’ not ‘but’

## Information giving

- Use OARS first
- Ask for permission
- Share as potential options
- State how you feel and what you need in this mutually beneficial relationship
- Use 3<sup>rd</sup> person references; add your experience if clarification needed





PINK: Practice intentionally not knowing (curiosity) followed by OARSI

Interaction Analysis by: \_\_\_\_\_ Date: \_\_\_\_\_

With: \_\_\_\_\_ Location: \_\_\_\_\_ Recording #: \_\_\_\_\_

Type	Description	Number
<u>O</u> pen-ended question	Express curiosity, interest, concern, puzzlement, etc.; Who, What, When, Where, How (Why)	
Closed question	Receive a simple, short answer, often “Yes”, “No” or specific information	
<u>A</u> ffirmation/Validation	Build feelings of empowerment and self-efficacy in the other person – may or may not be questions; observed strengths or character	
<u>R</u> eflection/Paraphrase	Stay “within an inch” of what the other person says	
Simple	Use the other person’s exact words or phrases; communicate attention, following and interest	
Complex	Go beyond what the other person has said; cognitively reframe the content or reflect the emotion expressed, infer greater meaning; move the conversation forward	
Amplified	Over- or under-state an absolute statement to ensure this is an accurate stance; prompt re-considering a statement; avoid sarcasm - typically leads to anger or a counter-argument	
Double-sided	Highlight both sides of an issue; Use “and” not “but”: “on the one hand... and on the other...”	
Metaphor	Move beyond stated content; provide a new framework or model for understanding what was said; if familiar to the other person, the metaphor may introduce and organizational scheme for incorporating new information/observations	
<u>S</u> ummary	Succinct; organize what’s been said; highlight change talk and contrast ambivalence stated in the moment or previously; transition to new topic or focus; <b>always</b> end with a summary	
<u>I</u> nformation-giving	Use OARS first; ask for permission; use 3 <sup>rd</sup> person references - add personal experience if clarification needed; share as potential options; state how you felt and what you need for this to be a mutually-beneficial relationship; determine level of confidence and obtain level of commitment	





## Affirmation and Validation Practice

1. Stephan tests positive for cocaine, the second time in two months. At first he denies using, saying that yesterday he was he was around some friends who were smoking it. He then admits that he snorted “one little line” just to fit in and it seems to help him sleep without getting the sweats. Says he’ll come in for urine tests 3-4 times a week to help him not use again because he’s tired of getting locked up for it.

Strengths:

Affirmation: You are someone who...

2. Bobby, a 24 year old, stands before the Parole Board member for the second time in 3 years after being arrested for possession of marijuana. He was hanging out with a group of his homeless friends when some college students started haggling about the price of the pot. He jumped in and a brawl ensued. As the police broke up the fight, a bag of weed fell out of his pocket. He is rude and disrespectful toward you and the Board member.

Strengths:

Affirmation: You are someone who...

3. Jody reports on time as usual by driving his spotless truck to the office. He says everything is going fine but he’s tired from working 10 days straight. You then learn that he paid his supervision fee again with a money order for an incorrect amount.

Strengths:

Affirmation: You are someone who...





### Affirmation and Validation Practice (cont.)

4. Trudy says she “partied hardy” after getting released from jail yesterday. She knows it was a violation of her parole and is fed up with everyone reminding her of it. Besides, she admits that it helped her “blow off some steam.” Says she’s made up her mind to stop using. Her plan is to find a job and “stay focused.”

Strengths:

Affirmation: You are someone who...

5. George is a “man’s man” who works to pay his child support and all other bills every month. He cooks in several restaurants and is proud of his reputation as someone who doesn’t take crap off of anyone, including his boss and his wife. When you stop by the house, she complains about him being distant and he says he’s not sure what that means. He is pissed because she’s constantly nagging him and insists that they talk more but he listens to her talking to you without saying a word. He tells her he loves her often, buys her flowers, watches “her” TV programs occasionally, and does his “honey do” list every weekend. While you were standing at the door about to knock, you heard him swear at her and scream, “leave me alone woman.”

Strengths:

Affirmation: You are someone who...

